



Relationships, Sex Education and Physical Health and Mental Wellbeing Policy

Version control summary and overview details

TKAT Statutory Policy • All schools require a policy on this area. • There should be no changes to the core text. • LGBs will minute that they have noted Trust approval and will adopt the policy effective immediately. • This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all.	
Version control Version 1 - March 2026 CECE approval in March 2026 based on requirement for consultation in Autumn 2026. Version 2 – June 2026 Updated to include DfE guidance for introduction 1 st September 2026. This policy is for full consultation Autumn 26.	
Reviewed by (Trust Officer)	Hester Wooller, CEO
Approved by TKAT Trustee Committee:	CECE
Trust date of approval:	June 26
Trust date of next review:	June 27

TKAT vision

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

Key areas of note

Please note the following, which will be applicable throughout the policy:

- Any reference to 'headteacher' should read as whatever title is relevant to the school using the policy (i.e. Executive Headteacher/Head of School or Headteacher). Anything else will be explicitly referenced within the policy.
- Any reference to 'everyone' to staff, trustees, local governors and pupils.
- Any reference to 'we' should be read as The Keys Academy Trust.
- Any reference to 'parents' should be read as 'parents, carers and guardians'.

Table of Contents

1.	Introduction	4
2.	Aims	4
3.	Statutory requirements	5
4.	Policy development	5
5.	Definition of relationships and sex education (RSE).....	5
6.	Curriculum	6
7.	Delivery of RSE	6
8.	Pupils with special educational needs and/or disabilities	7
9.	Use of Resources.....	7
10.	Roles and responsibilities	8
11.	Parents' right to withdraw	9
12.	Training	9
13.	Monitoring arrangements	9

1. Introduction

- 1.1 The Keys Academy Trust (TKAT) believes that in order to create a happy and successful adult life, children need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships and sex education (RSE) is about giving children the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. TKAT recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- 1.2 TKAT has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. TKAT schools may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.3 All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual and transgender (LGBT), TKAT schools will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.
- 1.4 TKAT is aware of the need to be mindful of, and respectful to a wide variety of faith and cultural beliefs within its schools which will make every attempt to be appropriately sensitive. Equally, it is essential that children still have access to the learning they need to stay safe, healthy, and understand their rights as individuals. TKAT believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

2. Aims

- 2.1 Through the delivery of high quality, evidence-based and age-appropriate RSE, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education TKAT hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.
- 2.2 Relationships education, RSE and health education are intended to help pupils to:
- Build healthy, respectful relationships focusing on family and friends.
 - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
 - Learn about relationships and sex.
 - Learn about mental wellbeing.
 - Develop key personal attributes, such as kindness, integrity, generosity and honesty.
- 2.3 The RSE curriculum will be implemented in a sensitive way, in accordance with the Christian values of TKAT, taking into account the diverse backgrounds of the communities we serve.

3. Statutory requirements

- 3.1 TKAT primary schools, must ensure that all pupils receiving primary education are taught relationships and health education under section 34 and 35 of the Children and Social Work Act 2017. This would include the elements of sex education contained in the science curriculum. At TKAT schools we teach RSE as set out in this policy.
- 3.2 In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
- 3.3 We also have regard to legal duties set out in:
- Section 80A of the Education Act 2002
 - Part 6, chapter 1 of the Equality Act 2010
 - The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

4. Policy development

- 4.1 TKAT schools will consult parents and stakeholders when developing and reviewing this RSE policy. This policy has been developed in consultation with staff, pupils and parents and then agreed by Trustees.
- 4.2 TKAT has agreed the definition and aims, and will review them annually while individual schools will review and revise the other elements of the policy annually.
This policy should be read alongside the following TKAT policies:
- TKAT Child Protection and Safeguarding
 - TKAT E-Safety
 - TKAT SEND
 - Local school policies for curriculum delivery in RE and Science.
- 4.3 The policy was developed in line with *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE July 2025* <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

5. Definition of relationships and sex education (RSE)

- 5.1 Relationship Education concerns the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. It concerns the emotional, social and cultural development of pupils, and includes healthy living, personal identity, the importance of being in relationships with others, healthy relationships and staying safe, and respecting others.
Primary schools in TKAT may also choose to teach Sex Education.

5.2 Sex education concerns the development of pupils' understanding of sex, sexual health and human sexuality. Although this is not a statutory requirement for primary schools it is recommended that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

5.3 All RSE involves a combination of sharing information, and exploring issues and values.

5.4 RSE will always be taught in an age appropriate manner, and will be taught in ways which recognise the cultural and religious backgrounds of all those in the school community.

6. Curriculum

6.1 Our curriculum is set out as per Appendix 3 but we may need to adapt/amend curriculum content to respond to the context and issues affecting pupils in an age-appropriate manner. TKAT reserves the right to amend this policy and its implementation in response to statutory requirements, safeguarding concerns, emerging issues, and the needs of our school communities. Our schools will inform parents of any significant changes to curriculum content.

6.2 We have developed the curriculum in consultation with parents, pupils and staff, taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. If appropriate, staff will inform parents if particular questions are raised by a child for them to discuss at home.

6.3 For more information about our curriculum, see our curriculum map in Appendix 3.

7. Delivery of RSE

7.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Lessons will typically be delivered by the class teacher; however, health professionals may be used to support the delivery of teaching if available. Each school will ensure the delivery and content will be made accessible to all pupils, including those with special educational needs.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work.

- 7.2 These skills are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances. **See Appendix 2 for an overview of curriculum content taught.**
- 7.3 Pupils in Year 5 and Year 6 also receive stand-alone sex education sessions. Please see Appendix 3 for information about what is covered. Parents have the right to withdraw their child from these sessions. Information will be provided to parents regarding the curriculum content of these sessions. If a parent is considering withdrawing their child from these sessions, we encourage them to speak to the Headteacher.
- 7.4 We will teach about these topics in a manner that is inclusive and:
- Considers how a diverse range of pupils will relate to them
 - Is sensitive to all pupils' experiences
 - During lessons, makes pupils feel safe and supported
 - Able to engage with the key messages.
- 7.5 We will also:
- 7.5.1 Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- 7.5.2 Consider the level of differentiation needed

8. Pupils with special educational needs and/or disabilities

- 8.1 The Trust will endeavor to ensure that RSE, relationships education and health education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE, relationships education and health education may be particularly important for such pupils, for example those with social, emotional and mental health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages. Staff will make reasonable adjustments to alleviate disadvantages faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND policy when planning for these subjects.

9. Use of Resources

- 9.1 The Trust will consider whether any resources we plan to use:
- Are aligned with the teaching requirements set out in the statutory RSE guidance
 - Would support pupils in applying their knowledge in different contexts and settings
 - Are age-appropriate, given the age, developmental stage and background of our pupils
 - Are available to parents and carers on request
 - Are evidence-based and contain robust facts and statistics
 - Fit into our curriculum plan
 - Are from credible sources
 - Are compatible with effective teaching approaches
 - Are sensitive to pupils' experiences and won't provoke distress

10. Roles and responsibilities

10.1 Local Governing Bodies

10.1.1 TKAT Board of Trustees will review and approve the Definition and Aims of RSE across the Trust. The Local Governing Body will review the remainder of the policy and approve the RSE policy for their school, and hold the headteacher/head of school to account for its implementation. The headteacher/head of school is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

10.2 Head Teacher/Head of School

10.2.1 The headteacher/head of school will ensure that staff are supported, receive regular professional development training in how to deliver RSE and are up to date with policy changes. They will ensure that RSE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The headteacher/head of school will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND, and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents about any concerns or opinions regarding RSE, relationships and health education provision.

10.3 Staff

10.3.1 Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils, including those with SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

10.4 Pupils

10.4.1 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
Subject content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).

10.5 Parents

10.5.1 TKAT will consult parents about the content of anything that will be taught within the sex education policy.
10.5.2 TKAT will offer parents support in talking to their children about sex education and how to link this with what is being taught in school.
10.5.3 TKAT will ensure the parents know their right to request withdrawal from sex education sessions.

11. Parents' right to withdraw

- 11.1 TKAT hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.
- 11.2 Requests for withdrawal should be put in writing and addressed to the headteacher/head of school. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.
- 11.3 If the decision to withdraw is made, alternative work will be given to pupils who are withdrawn from RSE.

12. Training

- 12.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- 12.2 The headteacher/head of school will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

13. Monitoring arrangements

- 13.1 The delivery of RSE is monitored by the subject leader and headteacher/head of school in a variety of ways. These may include:
- Learning walks
 - Planning monitoring
 - Pupil conferencing
 - Book monitoring
- 13.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by TKAT annually. Following review, the policy will be approved by the Local Governing Body.

APPENDIX 1- DfE Guidance for Parents and Carers

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco

- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.



You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

APPENDIX 2- Curriculum Overview

13.3

By the end of primary school children will learn:

Families and people who care for me	Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect all people, however different their family may be, and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships	Curriculum content: 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	Curriculum content: 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

	5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	Curriculum content: 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 1. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

RSE & PSHE

Long-term plan

Standard

This version was updated on 30/07/2026.

Suggested long-term plan: RSE & PSHE

Overview (All year groups)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Suggested long-term plan: RSE & PSHE

Overview - EYFS

EYFS

Autumn 1	<u>Self regulation: My feelings</u> 0 lessons	Autumn 2	<u>Building relationships: Special relationships</u> 6 lessons Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.
Spring 1	<u>Managing self: Taking on challenges</u> 6 lessons Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	Spring 2	<u>Self-regulation: Listening and following instructions</u> 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.

EYFS

Summer 1	<u>Building relationships: My family and friends</u> 6 lessons Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	Summer 2	<u>Managing self: My wellbeing</u> 6 lessons Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.
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Suggested long-term plan: RSE & PSHE

Overview - Key stage 1

Year 1

Autumn 1	<u>My healthy self: How can we look after our emotions?</u> 8 lessons Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	Autumn 2	<u>Connecting with others: How can I help myself and others feel happy and safe?</u> 7 lessons Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.
Spring 1	<u>The online world: How do we spend time online?</u> 7 lessons Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.	Spring 2	<u>Citizenship: How can I help others and the environment?</u> 6 lessons Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.

Year 1

Summer 1	<u>Health protection: How can I protect myself and others in daily life?</u> 7 lessons Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.	Summer 2	<u>Staying safe: How can I stay safe?</u> 7 lessons Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.
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Suggested long-term plan: RSE & PSHE

Overview - Key stage 1

Year 2

Autumn 1	<u>My healthy self: How can we look after our bodies?</u> 7 lessons Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	Autumn 2	<u>Connecting with others: How can I build safe, kind and caring relationships with others?</u> 7 lessons Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.
Spring 1	<u>The online world: How can we stay safe online?</u> 7 lessons Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.	Spring 2	<u>Citizenship: How do people belong to a community and earn money?</u> 1 lessons Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. Pupils reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.

Year 2

Summer 1	<u>Growing up: How can we look after and respect our bodies as we grow?</u> 7 lessons Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	Summer 2	<u>Staying safe: How can I make safe choices in different places?</u> 7 lessons Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.
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Suggested long-term plan: RSE & PSHE

Overview - Lower key stage 2

Year 3

Autumn 1	<u>My healthy self: How can I take care of my mind and body?</u> 8 lessons Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	Autumn 2	<u>Connecting with others: What helps us feel safe and included?</u> 7 lessons Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.
Spring 1	<u>The online world: How should we communicate online?</u> 7 lessons Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	Spring 2	<u>Citizenship: What rights and responsibilities do we have?</u> 7 lessons Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.

Year 3

Summer 1	<u>Health protection: How can we prevent illness and injury and respond if they happen?</u> 1 lessons Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999.	Summer 2	<u>Citizenship: What careers do people choose and why?</u> 1 lessons Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.
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Suggested long-term plan: RSE & PSHE

Overview - Lower key stage 2

Year 4

Autumn 1	<u>My healthy self: How can I make healthy choices?</u> 8 lessons Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.	Autumn 2	<u>Connecting with others: How can we respect each other?</u> 7 lessons Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.
Spring 1	<u>The online world: How can we decide what to trust online?</u> 7 lessons Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	Spring 2	<u>Citizenship: How can I spend money responsibly?</u> 1 lessons Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.

Year 4

Summer 1	<u>Growing up: How will my body and emotions change as I grow up?</u> 7 lessons Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	Summer 2	<u>Staying safe: What signs help me recognise what is safe or unsafe?</u> 7 lessons Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.
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Suggested long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year 5

Autumn 1	<u>My healthy self: How can I support my mind and body as I grow?</u> 7 lessons Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	Autumn 2	<u>Connecting with others: Why are healthy relationships important?</u> 7 lessons Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.
Spring 1	<u>The online world: How am I influenced by what I see online?</u> 7 lessons Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	Spring 2	<u>Citizenship: How can we make a difference in our communities and beyond?</u> 6 lessons Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.

Year 5

Summer 1	<u>Growing up: How can I manage the changes to my body and emotions as I grow up?</u> 7 lessons Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	Summer 2	<u>Citizenship: How can we be in control of our money?</u> 1 lessons Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.
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Suggested long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year 6

Autumn 1	<u>My healthy self: How do my choices today shape my future health?</u> 7 lessons Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	Autumn 2	<u>Connecting with others: What does it mean to stand up for myself and others?</u> 7 lessons Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Spring 1	<u>The online world: How do I feel about the things I see online?</u> 7 lessons Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.	Spring 2	<u>Citizenship: How can we protect everyone's rights?</u> 1 lessons Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.

Year 6

Summer 1	<u>Staying safe: How can I stay safe as I grow up?</u> 7 lessons Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.	Summer 2	<u>Sex education: How do people become parents and carers?</u> 7 lessons Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.
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RSE & PSHE



Kapow
Primary™

**Statutory guidance
coverage**

Introduction

This document shows how lessons in Kapow Primary's curriculum give coverage of the statutory requirements for [Relationships Education, Relationships and Sex Education \(RSE\), and Health Education](#) as set out by the Department for Education.

The statutory content must be met by the end of primary school. Schools have flexibility to decide when and how to teach each part of the curriculum. Kapow Primary's scheme is designed as a spiral curriculum, meaning key ideas and concepts are revisited and built upon over time to secure pupils' understanding. The [RSE & PSHE: Progression of knowledge and skills](#) document shows how learning develops from EYFS (Reception) to Year 6.

This coverage document complements that by identifying which units and lessons contribute towards meeting the end-of-primary outcomes – most of which are developed through multiple lessons rather than taught in isolation.

For EYFS (Reception) units, this document also shows which Development Matters statements and Early Learning Goals each unit works towards.

Teaching about equality, diversity and British values

Alongside the statutory requirements for RSE and Health Education, there is also an expectation that schools teach pupils about the protected characteristics and fundamental British values in an age-appropriate way, in line with the Equality Act 2010 and Ofsted's guidance and toolkits.

A separate document, [RSE & PSHE: SMSC, Personal development, Protected characteristics and British Values mapping \(coming soon!\)](#), provides further detail on how the curriculum supports pupils' broader spiritual, moral, social and cultural (SMSC) development and understanding of British values and the protected characteristics.

This document was last updated on 30.01.26. Please check [here](#) for the most up to date version.

Key

- ✓ Learning is developed within this unit
- ✓② Learning is developed in lesson 2 of this unit
- ✓③⑥ Learning is developed across the lessons shown

Development matters across Kapow Primary's units - EYFS (Reception)

Development matters statements: Communication and language Children in reception will be learning to:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.			✓			
Understand how to listen carefully and why listening is important.				✓		
Listen to and talk about stories to build familiarity and understanding.				✓		
Retell the story, once they have developed a deep familiarity with the text, some as exact repetitions and some in their own words.				✓		

Development matters across Kapow Primary's units - EYFS (Reception)

Development matters statements: Personal, Social and Emotional Development Children in reception will be learning to:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Express their feelings and consider the feelings of others.	✓					
Identify and moderate their own feelings socially and emotionally.	✓		✓		✓	
Build constructive and respectful relationships.		✓	✓	✓	✓	
See themselves as a valuable individual.		✓			✓	
Think about the perspectives of others.		✓		✓	✓	
Show resilience and perseverance in the face of challenge.			✓	✓		
Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, toothbrushing, having a good sleep routine, healthy eating.						✓
Manage their own needs: Personal hygiene.						✓

Development matters across Kapow Primary's units - EYFS (Reception)

Development matters statements: Physical development Children in reception will be learning to:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Progress towards a more fluent style of moving, with developing control and grace.						✓

Development matters statements: Understanding the world Children in reception will be learning to:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Talk about members of their immediate family and community.		✓				
Name and describe people who are familiar to them.		✓				
Recognise that people have different beliefs and celebrate special times in different ways.					✓	

Early learning goals across Kapow Primary's units - EYFS (Reception)

Early learning goals Communication and language Children at the expected level of development will:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			✓			
Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.			✓			
Listening and Attention: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.				✓		
Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding.				✓		

Early learning goals across Kapow Primary's units - EYFS (Reception)

Early learning goals Personal, social and emotional development Children at the expected level of development will:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Building Relationships: Form positive attachments to adults and friendships with peers.					✓	
Building Relationships: Show sensitivity to their own and to others' needs.				✓	✓	
Building Relationships: Work and play cooperatively and take turns with others.		✓	✓		✓	
Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.			✓	✓	✓	✓
Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.			✓	✓		✓
Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.						✓
Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	✓		✓			
Self-regulation: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.				✓		✓

Early learning goals across Kapow Primary's units - EYFS (Reception)

Early learning goals Physical development Children at the expected level of development will:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Gross Motor Skills: Demonstrate strength, balance and coordination when playing.					✓	✓

Early learning goals Understanding the world Children at the expected level of development will:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.		✓				

Curriculum content:		Unit: Connecting with others						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
That families are important for children growing up safe and happy because they can provide love, security and stability.	Families and people who care for me	✓②		✓③		✓②③		Year 3: Staying safe: Lesson 1
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.		✓②	✓②	✓③		✓②③	✓③	
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.		✓②	✓②			✓①	✓④	
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.		✓②③	✓②			✓③		
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.						✓②		
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		✓③				✓③	✓③⑥	

Please note: This mapping shows which lessons contribute to each end-of-primary objective. Understanding is built progressively over time, rather than within a single lesson, to meet statutory expectations by the end of primary school.

Curriculum content:		Unit: Connecting with others						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Caring friendships	✓④		✓④	✓③④	✓④		
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.			✓③④	✓④	✓③④	✓④	✓③④ ⑤	
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.					✓③④		✓⑤	
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.		✓④		✓④	✓③④	✓④⑤	✓③④	
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.			✓③	✓⑤	✓④	✓⑤	✓③⑥	
How to manage conflict, and that resorting to violence is never right.			✓③		✓④	✓⑤⑥	✓③⑤ ⑥	
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.			✓④⑤		✓④	✓④⑤ ⑥	✓③⑤ ⑥	

Please note: This mapping shows which lessons contribute to each end-of-primary objective. Understanding is built progressively over time, rather than within a single lesson, to meet statutory expectations by the end of primary school.

Curriculum content:		Unit: Connecting with others						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Respectful, kind relationships	✓⑥	✓④				✓①② ③⑤	
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.			✓④	✓②		✓③④	✓①③	
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.			✓③④	✓⑤		✓③⑤ ⑥	✓①② ③④⑤ ⑥	
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely, the difference between being kind to other people and neglecting your own needs.							✓①⑤	
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.			✓①		✓②	✓②③ ④⑥	✓①② ③④⑤ ⑥	

Please note: This mapping shows which lessons contribute to each end-of-primary objective. Understanding is built progressively over time, rather than within a single lesson, to meet statutory expectations by the end of primary school.

Curriculum content:		Unit: Connecting with others						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Respectful, kind relationships	✓⑤	✓③		✓②	✓⑤⑥	✓①③ ⑤⑥	
The conventions of courtesy and manners.		✓⑥	✓③			✓⑤⑥	✓①② ③④⑤ ⑥	
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.		✓①	✓①	✓①	✓①	✓①	✓①③	My healthy self - Y4 Lesson 5
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.			✓⑥	✓⑥	✓⑤		✓⑤	My healthy self - Y3 Lesson 6
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.					✓⑥		✓④	
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		✓③	✓⑤⑥			✓③⑤ ⑥	✓④⑥	

Please note: This mapping shows which lessons contribute to each end-of-primary objective. Understanding is built progressively over time, rather than within a single lesson, to meet statutory expectations by the end of primary school.

Curriculum content:		Unit: The online world						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Online safety and awareness	✓③	✓⑤	✓②③ ④		✓③④ ⑤	✓④	Y2 Connecting with others - Lesson 6 Y6 Connecting with others - Lessons 1,2,3,4 and 5
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.			✓①② ③④⑤ ⑥	✓④⑤ ⑥		✓①③ ④⑤⑥	✓④	
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.							✓①③	
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			✓②③ ④⑤⑥	✓⑤			✓④⑤	

Please note: The mapping on this page shows units that support pupils' understanding of part or all of this end of primary statement.

Curriculum content:		Unit: The online world						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	Online safety and awareness		✓①② ③④⑤ ⑥	✓④			✓⑤	
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		✓⑤⑥	✓①② ③④⑤ ⑥	✓⑥			✓④	

Please note: The mapping on this page shows units that support pupils' understanding of part or all of this end of primary statement.

Curriculum content:		Unit: Staying safe						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc.	Being safe		✓③⑤		✓①		✓⑤	Y2 Connecting with others - Lesson 4 Y6 Connecting with others - Lessons 3 and 5
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.			✓④⑤ ⑥		✓②			Y4 Connecting with others - Lesson 3
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.			✓④⑤		✓①			
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.			✓④⑤		✓②		✓①②	Y5 The online world - Lesson 6
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.			✓④⑤		✓①		✓⑤	5 Connecting with others - Lessons 3 and 4
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.			✓④⑤ ⑥				✓①② ⑤	Y3 Connecting with others - Lesson 4 Y5 Connecting with others - Lesson 3 Y1 Staying safe - Lesson 6
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources.		✓⑥	✓⑥		✓②		✓①②	Y2 Connecting with other - Lesson 5 Y5 Connecting with others - Lessons 3 Y1 Staying safe - Lesson 6

Please note: This mapping shows which lessons contribute to each end-of-primary objective. Understanding is built progressively over time, rather than within a single lesson, to meet statutory expectations by the end of primary school.

Curriculum content:		Unit: My healthy self						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	General wellbeing	✓③⑤	✓①⑥	✓③④ ⑤	✓③④ ⑥	✓②③	✓③	
The importance of promoting general wellbeing and physical health.		✓①② ③④⑤ ⑥	✓①② ③④⑤ ⑥	✓①② ③④⑤ ⑥	✓①② ③④⑤ ⑥	✓①② ③④⑤ ⑥	✓①② ③④⑤ ⑥	Y1 Health protection - Lesson 3
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.		✓①② ③④⑤ ⑥		✓①②		✓④⑤ ⑥	✓④⑤ ⑥	Y1 Staying safe - Lesson 5
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.		✓①② ③④⑤ ⑥		✓①②		✓④⑤ ⑥	✓④⑤ ⑥	
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		✓②③ ⑥				✓⑤	✓④	

Please note: This mapping shows which lessons contribute to each end-of-primary objective. Understanding is built progressively over time, rather than within a single lesson, to meet statutory expectations by the end of primary school.

Curriculum content:		Unit: My healthy self						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
That isolation and loneliness can affect children, and the benefits of seeking support.	General wellbeing				✓⑥	✓⑥		
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.				✓⑥			✓⑥	Year 3 - The online world - Lessons 4 and 6
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.						✓⑥		
Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		✓⑥		✓⑥	✓④	✓⑥	✓⑥	Y2 Connecting with others - Lessons 5 and 6
That it is common to experience mental health problems, and early support can help.		✓①② ③④⑤ ⑥				✓⑥	✓⑥	

Please note: This mapping shows which lessons contribute to each end-of-primary objective. Understanding is built progressively over time, rather than within a single lesson, to meet statutory expectations by the end of primary school.

Curriculum content:		Unit: My healthy self						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
The characteristics and mental and physical benefits of an active lifestyle.	Physical health and fitness		✓①	✓③	✓②③	✓②③	✓③	
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.			✓①⑥	✓③	✓②③	✓②③		
The risks associated with an inactive lifestyle, including obesity.							✓③	
How and when to seek support including which adults to speak to in school if they are worried about their health.			✓⑥	✓⑥	✓④	✓⑥	✓⑥	

Please note: This mapping shows which lessons contribute to each end-of-primary objective. Understanding is built progressively over time, rather than within a single lesson, to meet statutory expectations by the end of primary school.

Curriculum content:		Unit: My healthy self						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
What constitutes a healthy diet (including understanding calories and other nutritional content).	Healthy eating		✓③④⑥		✓①	✓①	✓②	
Understanding the importance of a healthy relationship with food.			✓④⑥		✓①	✓①	✓②	
The principles of planning and preparing a range of healthy meals.					✓①	✓①	✓②	
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).			✓④⑤⑥		✓①		✓③	

Please note: This mapping shows which lessons contribute to each end-of-primary objective. Understanding is built progressively over time, rather than within a single lesson, to meet statutory expectations by the end of primary school.

Curriculum content:		Unit: The online world						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Wellbeing online					✓	✓	
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.			✓		✓	✓	✓	
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.				✓			✓	
How to understand the information they find online, including from search engines, and know how information is selected and targeted.					✓	✓		
That they have rights in relation to sharing personal data, privacy and consent.							✓	
Where and how to report concerns and get support with issues online.		✓		✓		✓	✓	

Coming soon!

As the scheme continues to be developed, this page will be updated to show which **lessons** support coverage of each statement from the statutory Relationships and Health Education guidance.

Please note: The mapping on this page shows units that support pupils' understanding of part or all of this end of primary statement.

Curriculum content:		Unit: The online world						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
That for almost everyone, the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Wellbeing online	✓		✓		✓	✓	
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high-quality in-person relationships, looking at the pros and cons of different ways of using online connection.		✓		✓				
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		✓				✓	✓	Year 3 My healthy self - Lesson 2
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		✓		✓			✓	Year 2 Connecting with others - Lesson 6
Why social media, some apps, computer games and online gaming, including gambling sites, are age-restricted.				✓			✓	

Coming soon!

As the scheme continues to be developed, this page will be updated to show which **lessons** support coverage of each statement from the statutory Relationships and Health Education guidance.

Please note: The mapping on this page shows units that support pupils' understanding of part or all of this end of primary statement.

Curriculum content:		Unit: Staying safe						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Drugs, alcohol, tobacco and vaping	✓①②	✓①		✓⑤		✓⑥	

Please note: This mapping shows which lessons contribute to each end-of-primary objective. Understanding is built progressively over time, rather than within a single lesson, to meet statutory expectations by the end of primary school.

Curriculum content:		Unit: Health protection						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health protection and prevention			✓				
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		✓		✓				
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.								Year 2 - My healthy self Lesson 2 and 6 Year 3 - My healthy self Lesson 3
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.		✓						Year 2 - My healthy self Lessons 5 and 6
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		✓		✓				
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.		✓		✓				

Coming soon!

As the scheme continues to be developed, this page will be updated to show which **lessons** support coverage of each statement from the statutory Relationships and Health Education guidance.

Please note: The mapping on this page shows units that support pupils' understanding of part or all of this end of primary statement.

Curriculum content:		Unit: Staying safe						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Personal safety	✓①②③	✓①		✓①⑥		✓①②	
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.		✓④	✓③		✓③④		✓③④	

Please note: This mapping shows which lessons contribute to each end-of-primary objective. Understanding is built progressively over time, rather than within a single lesson, to meet statutory expectations by the end of primary school.

Curriculum content:		Unit: Health protection						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Basic first aid	✓		✓				
Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.		✓		✓				

Coming soon!

As the scheme continues to be developed, this page will be updated to show which **lessons** support coverage of each statement from the statutory Relationships and Health Education guidance.

Please note: The mapping on this page shows units that support pupils' understanding of part or all of this end of primary statement.

Curriculum content:		Unit: Growing up						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Developing bodies		✓①② ③④⑤ ⑥		✓①② ③④⑤ ⑥	✓①② ⑤		
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.			✓④		✓④	✓②		
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.					✓④	✓⑤		

Please note: The mapping on this page shows units that support pupils' understanding of part or all of this end of primary statement.

Version history

This page shows recent updates that have been made to this document.

Date	Update
30.01.26	Document published for the first time. Note: This document is subject to change as the new Kapow Primary RSE & PSHE scheme is developed.
25.05.26	Republished with lesson detail added to many pages and some changes to coverage.

RSE & PSHE



*Kapow
Primary™*

Mapping to the PSHE
Association's
Programme of Study

Contents

Key stage 1

Relationships (Sex) and Health Education	4
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Economic Wellbeing and Careers Education	13
--	----

Key stage 2

Relationships (Sex) and Health Education	14
--	----

Economic Wellbeing and Careers Education	27
--	----

PSHE Association Programme of Study

Kapow Primary RSE & PSHE lessons

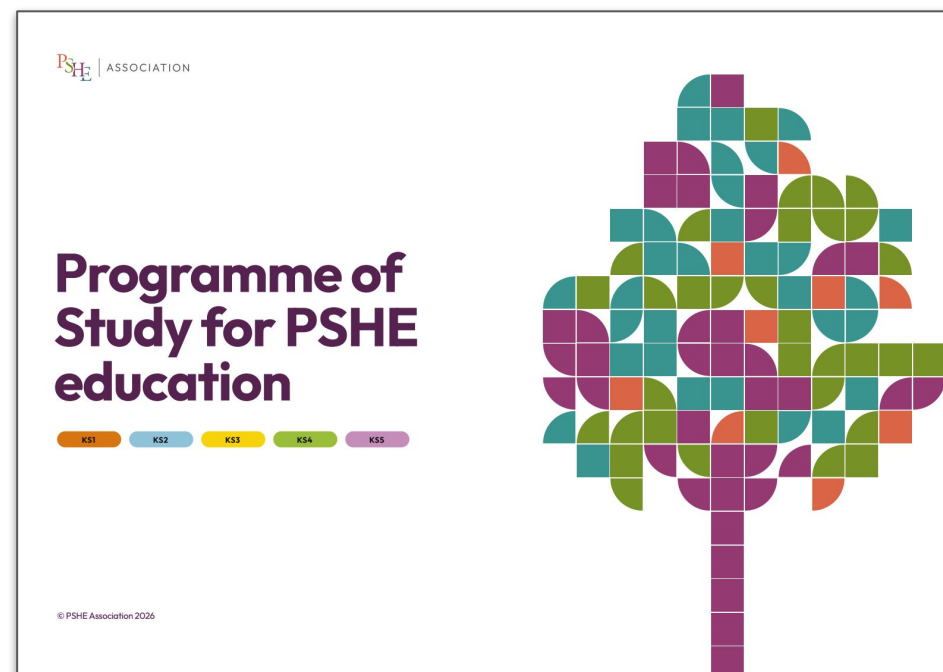
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Introduction

The [PSHE Association Programme of Study](#) is a non-statutory guidance document intended to support schools in planning a broad and balanced PSHE curriculum. It brings together statutory expectations and wider suggested areas of learning and offers a suggested way of organising some end-of-primary outcomes across Key stage 1 and Key stage 2. These suggestions are helpful for curriculum planning but they are **not** requirements.

This mapping document outlines how Kapow Primary's RSE & PSHE curriculum reflects the breadth of PSHE education suggested by the PSHE Association, while standing as a complete curriculum in its own right. Its purpose is to clarify Kapow Primary's coverage and identify where specific PSHE Association statements are addressed through specific Kapow Primary units.

Kapow Primary's sequencing does not strictly follow the PSHE Association's suggested structure; instead, it is guided by its own progression model, which may result in some coverage appearing in different year groups, key stages or subjects. This document therefore serves as a clarifying tool, providing assurance by demonstrating the comprehensive breadth of Kapow Primary's RSE & PSHE curriculum.



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Relationships (Sex) and Health Education – Families	Kapow Primary RSE & PSHE links
KS1 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
what a family is and who is in our family	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
that there are different types of family, and that everyone's family is unique and special	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how families show love and care, and different ways they can spend time together and share each other's lives	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
what to do if anything about family life is upsetting or concerning	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
Relationships (Sex) and Health Education – Friendships	Kapow Primary RSE & PSHE links
what friendship is and what makes a good friend	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
how people make friends and how to be kind and caring in friendships	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
that friends can argue, and they can also make up	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how to ask for help if a friendship is making them feel unhappy	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?

Relationships (Sex) and Health Education – Respecting self and others	Kapow Primary RSE & PSHE links
KS1 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how to respectfully express their likes, dislikes and needs, and listen to other people	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
ways to show politeness and respect	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how to play cooperatively; what they can do if they feel upset or angry with someone	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how to share, take turns and include others	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
about kind and unkind behaviour; that someone's actions and words can be hurtful	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?

Relationships (Sex) and Health Education – Safe relationships, boundaries and trust	Kapow Primary RSE & PSHE links
KS1 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others? Year 2: Growing up: How can we look after and respect our bodies as we grow?
that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC	Year 2: Growing up: How can we look after and respect our bodies as we grow?
that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina)	Year 2: Growing up: How can we look after and respect our bodies as we grow?
basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult	Year 1: My healthy self: How can we look after our emotions? Year 2: My healthy self: How can we look after our bodies? Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard	Year 1: The online world: How do we spend time online? Year 2: The online world: How can we stay safe online? Year 1: Staying safe: How can I stay safe? Year 2: Staying safe: How can I make safe choices in different places? Year 2: Growing up: How can we look after and respect our bodies as we grow? Year 1: Health protection: How can I protect myself and others in daily life?
to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know	Year 2: Growing up: How can we look after and respect our bodies as we grow?
about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe	Year 2: Growing up: How can we look after and respect our bodies as we grow?

Relationships (Sex) and Health Education – Mental health and wellbeing	Kapow Primary RSE & PSHE links
KS1 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly	Year 1: My healthy self: How can we look after our emotions?
that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well	Year 1: My healthy self: How can we look after our emotions?
that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses	Year 1: My healthy self: How can we look after our emotions? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep)	Year 1: My healthy self: How can we look after our emotions? Year 2: My healthy self: How can we look after our bodies?
simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies	Year 1: My healthy self: How can we look after our emotions?
about different kinds of change and loss (including death); how change and loss can affect people and who can help	Year 1: My healthy self: How can we look after our emotions?
about preparing to move to a new class or year group and how to manage feelings during times of change	<i>Coming soon!</i> Optional transition lessons will be available for Summer 2027.
who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	Year 1: My healthy self: How can we look after our emotions?

Relationships (Sex) and Health Education – Keeping healthy and well	Kapow Primary RSE & PSHE links
KS1 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
people who help us stay healthy and who can help if feeling unwell or hurt	Year 1: Health protection: How can I protect myself and others in daily life?
how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health	Year 2: My healthy self: How can we look after our bodies?
how to keep safe and well in the sun and protect skin from sun damage	Year 1: Health protection: How can I protect myself and others in daily life?
why sleep is important; bedtime routines and ways to rest and relax	Year 1: My healthy self: How can we look after our emotions? Year 2: My healthy self: How can we look after our bodies?
simple hygiene routines that can stop germs from spreading	Year 1: Health protection: How can I protect myself and others in daily life?
who to talk to if they are worried about their health	Year 1: Health protection: How can I protect myself and others in daily life? Year 1: My healthy self: How can we look after our emotions? Year 2: My healthy self: How can we look after our bodies?

Relationships (Sex) and Health Education – Physical activity and nutrition	Kapow Primary RSE & PSHE links
KS1 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
what being healthy means and how physical activity helps people to stay healthy	Year 1: My healthy self: How can we look after our emotions? Year 2: My healthy self: How can we look after our bodies?
ways to be physically active every day	Year 2: My healthy self: How can we look after our bodies?
that there are different types of food and drink, with different tastes and textures, and people enjoy different foods	Year 2: My healthy self: How can we look after our bodies?
that people often share food together, e.g. during mealtimes or special occasions	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk	This is not a statutory requirement in RSE and is taught within the Kapow Primary Design and Technology curriculum.
that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink	Year 1: Health protection: How can I protect myself and others in daily life? Year 2: My healthy self: How can we look after our bodies?
when and how children can make choices about what they eat and drink and who can help them make healthier choices	Year 2: My healthy self: How can we look after our bodies?
Relationships (Sex) and Health Education – Changing and growing up	Kapow Primary RSE & PSHE links
about growing and changing from young to old and how people's needs change	Year 1: Citizenship: How can I help others and the environment? Year 2: Growing up: How can we look after and respect our bodies as we grow?

Relationships (Sex) and Health Education – Personal safety and first aid	Kapow Primary RSE & PSHE links
KS1 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
what rules are, some basic safety rules and how different rules can help to keep people safe in different situations	Year 1: Staying safe: How can I stay safe? Year 1: Citizenship: How can I help others and the environment?
how to recognise potentially harmful or hazardous situations in everyday life, including at home	Year 1: Staying safe: How can I stay safe? Year 2: Staying safe: How can I make safe choices in different places?
ways to keep safe when out and about, e.g. near railways, on the street and in busy places	Year 1: Staying safe: How can I stay safe? Year 2: Staying safe: How can I make safe choices in different places?
how to cross the road safely with adult support	Year 1: Staying safe: How can I stay safe?
how to keep safe around water, using the water safety code	Year 2: Staying safe: How can I make safe choices in different places? (Specific learning of the water safety code not covered until Year 6).
about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency	Year 1: Health protection: How can I protect myself and others in daily life?
how to dial 999 in an emergency (including from a locked mobile phone), and what to say	Year 1: Health protection: How can I protect myself and others in daily life? Year 2: Staying safe: How can I make safe choices in different places?

Relationships (Sex) and Health Education – Online life and safety	Kapow Primary RSE & PSHE links
KS1 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
different ways people use the internet in everyday life	Year 1: The online world: How do we spend time online? Year 2: The online world: How can we stay safe online?
that not everything on the internet is true or real	Year 2: The online world: How can we stay safe online?
how the internet and digital devices can be used to safely and respectfully communicate with others	Year 1: The online world: How do we spend time online?
that it is important to be kind online; that people's feelings can be hurt by unkindness online	Year 1: The online world: How do we spend time online?
that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true	Year 2: The online world: How can we stay safe online?
basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people	Year 1: The online world: How do we spend time online? Year 2: The online world: How can we stay safe online?
how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices	Year 1: The online world: How do we spend time online?
some benefits and risks of watching videos or playing games online	Year 1: The online world: How do we spend time online?
how to tell a trusted adult if they have worries about something online	Year 1: The online world: How do we spend time online? Year 2: The online world: How can we stay safe online?

Relationships (Sex) and Health Education – Drug education	Kapow Primary RSE & PSHE links
KS1 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
that medicines can help people to stay healthy or feel better if they are unwell	Year 1: Health protection: How can I protect myself and others in daily life?
that some things that go into or onto bodies can be harmful and how we might know if something is harmful	Year 1: Staying safe: How can I stay safe?
to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk	Year 1: Staying safe: How can I stay safe? Year 2: Staying safe: How can I make safe choices in different places?

Economic Wellbeing and Careers Education – Economic wellbeing	Kapow Primary RSE & PSHE links
KS1 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
what money is, how people get money, and what it is used for	<i>Coming soon!</i> Year 2: Citizenship: How do people belong to a community and earn money?
that money needs to be looked after; different ways of doing this, including keeping money in an account	<i>Coming soon!</i> Year 2: Citizenship: How do people belong to a community and earn money?
different ways of paying for things	<i>Coming soon!</i> Year 4: Citizenship: How can I spend my money wisely?
that money can be saved or spent; that people make different choices about saving and spending money	<i>Coming soon!</i> Year 4: Citizenship: How can I spend my money wisely?
the difference between needs and wants; that people may not always be able to have the things they want	<i>Coming soon!</i> Year 4: Citizenship: How can I spend my money wisely?
Economic Wellbeing and Careers Education – Careers education: aspirations, learning and work	Kapow Primary RSE & PSHE links
that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
that people can earn money to pay for things by having a job	<i>Coming soon!</i> Year 2: Citizenship: How do people belong to a community and earn money?
different jobs that people do, including roles and responsibilities people have in their community	<i>Coming soon!</i> Year 2: Citizenship: How do people belong to a community and earn money?
some of the strengths and interests someone might need to do different jobs	<i>Coming soon!</i> Year 3: Citizenship: What careers do people choose and why?

Relationships (Sex) and Health Education – Families	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected	Year 3: Connecting with others: What helps us feel safe and included? Year 6: Sex education: How do people become parents and carers?
that families should provide love, care, protection, and safety for children as they grow up	Year 3: Connecting with others: What helps us feel safe and included?
that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships	Year 5: Connecting with others: Why are healthy relationships important? Year 6: Sex education: How do people become parents and carers?
that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these	Year 5: Connecting with others: Why are healthy relationships important?
what to do and who to talk to if someone is worried about their family or feels unsafe	Year 5: Connecting with others: Why are healthy relationships important?

Relationships (Sex) and Health Education – Friendships	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
about the importance of friendships; that positive friendships support wellbeing	Year 5: Connecting with others: Why are healthy relationships important? Year 6: My healthy self: How do my choices today shape my future health?
what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important?
how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes)	Year 5: Connecting with others: Why are healthy relationships important?
that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences	Year 5: Connecting with others: Why are healthy relationships important?
that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded	Year 4: Connecting with others: How can we respect each other?
strategies for recognising and managing peer influence and the desire for peer approval in friendships	Year 5: The online world: How am I influenced by what I see online? Year 6: Staying safe: How can I stay safe as I grow up?
about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others	Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others?
that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important?
how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important?

Relationships (Sex) and Health Education – Respecting self and others	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others	<i>Coming soon!</i> Year 3: Citizenship 1: What rights and responsibilities do we have? <i>Coming soon!</i> Year 5: Citizenship: How can we make a difference in our communities and beyond? <i>Coming soon!</i> Year 6: Citizenship: How can we protect everyone's rights?
about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect	Year 3: Connecting with others: What helps us feel safe and included? Year 5: Connecting with others: Why are healthy relationships important?
how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own	Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others?
how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling	Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others?
ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others?
how to respond to situations where they experience disappointment or frustration with others	
about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 6: Connecting with others: What does it mean to stand up for myself and others? Year 3: The online world: How should we communicate online? Year 3: My healthy self: How can I take care of my mind and body?
what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes	Year 4: Connecting with others: How can we respect each other? Year 6: Connecting with others: What does it mean to stand up for myself and others? <i>Coming soon!</i> Year 3: Citizenship 2: What careers do people choose and why? <i>Coming soon!</i> Year 6: Citizenship: How can we protect everyone's rights?
about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help	Year 4: Connecting with others: How can we respect each other? Year 6: Connecting with others: What does it mean to stand up for myself and others? <i>Coming soon!</i> Year 6: Citizenship: How can we protect everyone's rights?

Relationships (Sex) and Health Education – Safe relationships: consent, boundaries and trust	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
the difference between public and private; why something might be private, and when children and adults have a right to privacy	Year 3: The online world: How should we communicate online? Year 1: Staying safe: How can I stay safe?
about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others? Year 2: Growing up: How can we look after and respect our bodies as we grow? Year 3: Connecting with others: What helps us feel safe and included?
what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries	Year 4: Growing up: How will my body and emotions change as I grow up? Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 5: Connecting with others: Why are healthy relationships important? Year 5: Growing up: How can I manage the changes to my body and emotions as I grow up? Year 6: Connecting with others: What does it mean to stand up for myself and others?
about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts	Year 1: Staying safe: How can I stay safe? Year 2: Growing up: How can we look after and respect our bodies as we grow? Year 4: Growing up: How will my body and emotions change as I grow up?
how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell	Year 3: Connecting with others: What helps us feel safe and included? Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others? Year 4: Staying safe: What signs help me recognise what is safe or unsafe?
how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?

Relationships (Sex) and Health Education – Safe relationships: consent, boundaries and trust	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others? Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk	This is not a statutory requirement in Primary RSHE and Kapow Primary have chosen not to include this in our curriculum.

Relationships (Sex) and Health Education – Mental health and wellbeing	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
the importance of taking care of mental health and wellbeing, as well as physical health	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health?
how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time	
about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends)	
how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses	
how to direct attention and manage distractions to support mental health and wellbeing	Year 4: The online world: How can we decide what to trust online?
self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health?
that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively	Year 4: My healthy self: How can I make healthy choices? Year 5: Connecting with others: Why are healthy relationships important? Year 6: My healthy self: How do my choices today shape my future health?
how to manage emotional responses to events outside of their control (e.g. climate change or distressing events)	Year 6: My healthy self: How do my choices today shape my future health?
that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health?

Relationships (Sex) and Health Education – Mental health and wellbeing (cont)	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief	Year 5: My healthy self: How can I support my mind and body as I grow?
about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition	<i>Coming soon!</i> Optional transition lessons will be available for Summer 2027.
when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health?
Relationships (Sex) and Health Education – Keeping healthy and well	Kapow Primary RSE & PSHE links
how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health	Year 6: My healthy self: How do my choices today shape my future health?
about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heat waves	<i>Coming soon!</i> Year 3: Health protection: How can we prevent illness and injury and respond if they happen?
how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep	Year 3: My healthy self: How can I take care of my mind and body? Year 6: My healthy self: How do my choices today shape my future health?
why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation)	<i>Coming soon!</i> Year 3: Health protection: How can we prevent illness and injury and respond if they happen?
the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health	<i>Coming soon!</i> Year 3: Health protection: How can we prevent illness and injury and respond if they happen?

Relationships (Sex) and Health Education – Physical activity and nutrition	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
what good physical health means; the characteristics of a balanced, healthy lifestyle	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health?
the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines	Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow?
about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain	Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow?
the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing	Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow?
about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods	Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow?
how to develop healthier eating and drinking habits and how to manage influences on their choices	Year 5: My healthy self: How can I support my mind and body as I grow?
some benefits of preparing meals at home; how to plan and prepare healthy meals	This is not a statutory requirement in RSE and is taught within the Kapow Primary Design and Technology curriculum.
how and when to speak to adults (including in school) if they are worried about their health	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health? <i>Coming soon!</i> Year 3: Health protection: How can we prevent illness and injury and respond if they happen?

Relationships (Sex) and Health Education – Changing and growing up	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
the external genitalia and internal reproductive organs in males and females	Year 4: Growing up: How will my body and emotions change as I grow up? Year 5: Growing up: How can I manage the changes to my body and emotions as I grow up? Year 6: Sex education: How do people become parents and carers?
the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes	Year 4: Growing up: How will my body and emotions change as I grow up? Year 5: Growing up: How can I manage the changes to my body and emotions as I grow up?
that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them	Year 5: Growing up: How can I manage the changes to my body and emotions as I grow up?
the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing	Year 4: Growing up: How will my body and emotions change as I grow up? Year 5: Growing up: How can I manage the changes to my body and emotions as I grow up?
Sex education about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for	Year 6: Sex education: How do people become parents and carers?

Relationships (Sex) and Health Education – Personal safety and first aid	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
about the role of rules and laws in keeping people safe	<i>Coming soon!</i> Year 6: Citizenship: How can we protect everyone's rights?
about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances	Year 4: Staying safe: What signs help me recognise what is safe and unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
how to predict, assess and manage risk in different situations	Year 4: Staying safe: What signs help me recognise what is safe and unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety)	Year 5: Staying safe: How can I stay safe as I grow up?
what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds)	<i>Coming soon!</i> Year 3: Health protection: How can we prevent illness and injury and respond if they happen? <i>Coming soon!</i> Year 6: Further first aid (optional)
when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them	<i>Coming soon!</i> Year 3: Health protection: How can we prevent illness and injury and respond if they happen? Year 4: Staying safe: What signs help me recognise what is safe and unsafe? Year 6: Staying safe: How can I stay safe as I grow up?

Relationships (Sex) and Health Education – Online life and safety	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
Understanding the internet about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online	Year 3: The online world: How should we communicate online? Year 4: The online world: How can we decide what to trust online? Year 5: The online world: How am I influenced by what I see online?
about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent	Year 5: The online world: How am I influenced by what I see online?
how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see	Year 5: The online world: How am I influenced by what I see online?
how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation	Year 4: The online world: How can we decide what to trust online? Year 5: The online world: How am I influenced by what I see online?
what AI is (including generative AI) and where it might be encountered in everyday life	Year 4: The online world: How can we decide what to trust online? Year 5: The online world: How am I influenced by what I see online?

Relationships (Sex) and Health Education – Online life and safety	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
Risks, rules and wellbeing online reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing	Year 3: The online world: How should we communicate online? Year 4: The online world: How can we decide what to trust online?
the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users	Year 4: The online world: How can we decide what to trust online?
about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing	Year 3: The online world: How should we communicate online?
how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing	This is not a statutory requirement in RSE and is taught within the Kapow Primary Computing curriculum.
how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing	<i>Coming soon!</i> Year 6: The online world: How do I feel about the things I see online?
why and how to use privacy and location settings to protect information	<i>Coming soon!</i> Year 6: The online world: How do I feel about the things I see online?
where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online	Year 3: The online world: How should we communicate online?

Relationships (Sex) and Health Education – Online life and safety	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
Safe and respectful behaviour online	
similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling	Year 3: The online world: How should we communicate online?
that the same principles about how to treat others apply in all contexts, including online	Year 3: The online world: How should we communicate online?
how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous	Year 3: The online world: How should we communicate online?
strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online	Year 5: The online world: How am I influenced by what I see online?
about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support	Year 3: The online world: How should we communicate online?
the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet	Year 3: The online world: How should we communicate online?
how to decide what is appropriate to share online and what should not be shared	Year 3: The online world: How should we communicate online?
the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online	Year 3: The online world: How should we communicate online? Year 4: The online world: How can we decide what to trust online? Year 5: The online world: How am I influenced by what I see online?

Relationships (Sex) and Health Education – Drug education	Kapow Primary RSE & PSHE links
KS2 learning opportunities <i>Pupils should have the opportunity to learn...</i>	Units
the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines)	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break	Year 6: Staying safe: How can I stay safe as I grow up?
that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know	Year 6: Staying safe: How can I stay safe as I grow up?